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Cinnamon, Nutmeg, and Ginger*

Variety in the Teaching of English

I always feel very humble when I am addressing those who are teaching English in elementary and secondary schools. I feel humble because I know what a big task yours is. I have taught, at one time or another, every grade from the first to graduate school, although my experience in the elementary grades has been very limited. I know, therefore, some of the problems that you face—problems that go much deeper than commas, or *ain't*, or how to interest students in *Julius Caesar*. I know that you have in your classes students from broken homes, students with alcoholic parents, students who are worried about military service, students who are in school only because the law says that they have to be there, students who are physically mature but intellectually and emotionally immature, students who feel insecure and alone, students no two alike, each in need of teachers with the wisdom of Solomon and the patience of Job. I feel humble when I talk to you because I wonder what I can say that will be helpful.

Sometimes, in fact, in my darker moments, I have wondered why we stay in the profession. I think I heard part of the answer the other day. I invited a teacher who is in her first year to talk to my methods class about the problems that she faced as a beginning teacher. She told the class about the long hours, the outside-of-school responsibilities, the orphan boy who came to school with his body covered with welts from a whip, the illegitimate children born to some of her students, the slowness with which some students

* "Cinnamon, Nutmeg, and Ginger" was presented by the editor as a talk before the English Teachers Club of Indianapolis. The student-written paragraph "Why I hate grammar" has been used previously in the editor's *Clearing House* article called "Stranuously I Decompose the Sentence" (September, 1951).

learn, and even a few judicious words about the ultra-conservative principal of her school. When she had finished, there was time for a few questions. Someone asked, "Do you like teaching?" She answered, "I love it. If anyone had told me that I would willingly give up my week-ends to coach plays or grade papers, I would have told him that he was crazy. If anyone had told me that I would not object if a student called me at 11 p.m. to ask me to repeat an assignment, I would never have believed it. But I like it. I like it because, corny though it sounds, teaching is an adventure. Those kids need me and it is an adventure for me to help them. When it stops being an adventure, I want to quit teaching."

Teaching can be an adventure if it does not degenerate into a routine. Then it becomes not only tiresome but also ineffective. Let me illustrate.

A practice teacher in an Illinois high school succeeded in gaining the confidence of her students. They wrote freely for her about their likes and dislikes, their pleasures and their troubles. One sophomore boy handed in this cry from the wilderness:

Why I hate grammar

It is a hot day (to hot for school) At the front of the room, a voice drones as I sit sleepily and try to listen. Suddenly the voice swackes "Dean, sences you are so wide-awake, you may take apart the next sentence." A few laght as most have to much spring-fever to even listen. Stranulelessly I decompose the sentence. At last the terrifing task is done. I relaxe again. "Dean, you are intirely wrong. Now do it right," the voice growls. Wearly I try again and again and again. Oh woe! Again I'm wrong. Again I try. Oh how I wish I was dead. "Dean won't you ever learn anything. Come in after school until you learn your grammar." Fibly I protest. But to no avail. Now you know why I can't stand grammar.

I think so highly of that composition, misspelling and all, that I have my prospective teachers copy it in their notebooks, and I ask them to reread it occasionally when they are teaching to remind themselves that they should be building a love for the language and not a hatred for it. Can you blame Dean, who every day must decompose sentences "stranulelessly"? I can't. "You may take apart the next sentence," the teacher says. And soon the sentence lies dismembered, like a frog on the biology table. Given enough time, Dean can learn to cut up a frog expertly. But if he cuts up a thousand frogs, can he then put a frog together? Given enough

time, Dean can learn to take apart any sentence. But if he takes apart a thousand sentences, have we any assurance that he can put together a good sentence?

Please do not infer that I am opposing the teaching of grammar. It happens that I myself teach an advanced course in grammar. What I am objecting to is the deadly routine of chopping up sentences, until the poor student is surrounded by horned creatures with long tails—predicate nominatives, nominate absolutes, restrictive appositives, and dangling participial modifiers. In a little while I shall suggest some alternative procedures.

I want particularly to talk with you about two teachers, whom I shall call Mr. X and Miss Y, although it might very well be Miss X and Mr. Y. I shall not spend very long on Mr. X. Mr. X might be Dean's teacher. X stands for exasperating, execrable, exhausting, and perhaps exhausted. He should be excommunicated, expatriated, expunged, and extinct. I speak freely here because I assume you have no X's in Indiana. We in Illinois have a few, but their number is becoming smaller.

Mr. X will spend day after day in taking sentences apart. Or he will spend day after day in having his students do workbook exercises that sometimes are almost as meaningless to them as hieroglyphics. In one Illinois high school Mr. X spends six weeks in reading *Tale of Two Cities* aloud to his students, without discussion, without dramatization, without visual aids, but with an examination. And it may be remarked parenthetically that Mr. X does not read well. I need not elaborate further upon Mr. X's shortcomings. You realize that he lacks imagination, warm sympathy, vitality, the desire to make learning an enjoyable and rewarding experience. Yes, he lacks time, too. All teachers lack time. But Mr. X has as much time as Miss Y, about whom we shall hear in a moment. There are twenty-four hours in Mr. X's day just as there are in Miss Y's. But Mr. X has fallen into a colorless routine, a dreary succession of dreary days, followed by dreary nights, followed by dreary days stretching into a dreary eternity. I'm sorry for Mr. X. He doesn't know that teaching can be an adventure. His students don't know that learning can be an adventure. I am sorry for Mr. X, but few will cry when he is dead.

Now let us consider in more detail Miss Y. I admire Miss Y. Y stands for youthful enthusiasm, even though Miss Y is not always young. Y stands for *yes*, because Miss Y is essentially an affirmative person, with a positive rather than a negative philosophy of life, a person with an affirmative, healthy point of view. Y stands, I hope, for *you*.

Miss Y holds these beliefs: First, education involves the learning of facts, the mastery of skills, and the application of these facts and skills to the present and future lives of students. Notice that Miss Y is neither extremely conservative nor Progressive with a capital P. Like the conservatives, she believes that students do need to learn things, many things, not only some mysterious "attitudes." She believes that we must do more than "condition" students, if "conditioning" does not involve the learning of many useful facts. Lack of facts means lack of knowledge, and by definition lack of knowledge is ignorance. But Miss Y agrees with the Progressives that facts are not enough. Education involves helping students to live rich, full lives, to cooperate with others, to react logically and not just emotionally, to use the thinking ability that the Creator has given them.

Second, Miss Y believes that her special task as a teacher of English is to improve communication. She thinks of communication as a two-way process, involving sending and receiving. Sending means speaking and writing; receiving means listening and reading. Reading includes literature as well as merely utilitarian material. In a world crowded by more than two billion human beings, almost everyone must communicate with others many times daily, if our workaday tasks are to be carried on. Imagine, if you can, that for one day all types of communication were eliminated. There would then be no radio or television or newspapers or books or movies or magazines, there would be no conversations, telephones, telegrams, highway markers, there would be no instructions for workmen, no purchases, no schools, no dates, there would be no court proceedings, no legislation—good or bad. On the credit side, there would be no verbal quarrels or misunderstandings, and there would be no letters from Mr. Truman or speeches by Senator Joe McCarthy. But in that one day, without communication, industry would almost stop, our houses would probably go unlighted, transportation would be almost non-existent, fires would cause tremendous damage, thousands of lives would be lost. Miss Y knows how important communication is, and she believes that her task, the improvement of all four parts of communication, is a vital one.

Third, Miss Y believes that she is fortunate to be teaching English because of the wealth of content and the possible variety of approaches in the teaching. Speaking, writing, listening, reading—each a rich area filled with almost endless possibilities for worthwhile student learning. Although Miss Y would never say so publicly, she feels just a little sorry for the teacher of mathematics, who day after day must concern himself with theorems and equa-

tions and ten digits—never nine or eleven or 163, but always just ten. She chuckles with the Alice-in-Wonderland character who names the branches of arithmetic: Ambition, Distraction, Uglification, and Derision. For similar reasons Miss Y feels a little sorry for the teacher of history or commercial subjects or science. I may remark in passing that I myself during the war taught scientific subjects to naval aviation cadets, and I was bored. I wanted to hurry back to the English classroom, to the riches of literature, to the emphasis upon people, to the versatility of words used in expressing worthwhile ideas.

As a result of her awareness that English is a broad and diversified area, Miss Y constantly stresses variety in her teaching procedures. She agrees with the writer for *High Points* magazine who recently declared, "The basic pedagogic myth is the belief—or rather the illusion—that there is a single method or technique in the teaching of a subject which . . . makes possible the attainment of all the objectives of that subject." Miss Y knows that there is no single method or technique, but that students can learn most—and most enjoyably—when many techniques are employed.

I wish to devote the last half of my talk to a discussion of how Miss Y attains variety in her teaching. I cannot name all the ways. Any of you can suggest others that I shall omit. But I want to remind you very briefly of some of the techniques that can be employed in the teaching of writing, speaking, listening, and reading. Needless to say, Miss Y does not gallop off wildly in all directions, but focusing her attention on her central purpose—the improvement of communication—she employs a large number of techniques in attaining that purpose.

In writing, Miss Y encourages students to write many kinds of things. Gone are the days of the weekly theme (was it *weekly* or *weakly*?) on subjects that have little appeal to students. Miss Y's students write not only formal compositions but also letters, journals, reports, explanations, arguments, reactions to literature, book reviews, stories, poems, plays, radio scripts, news stories, and editorials. They write a great deal, because Miss Y believes that we learn to write by writing. Since Miss Y is kept very busy with her four or five classes plus co-curricular, or extra-curricular, activities, she has some of this extensive written work marked by committees. The class agrees upon standards for marking, and each paper is read by three or four students who discuss it and reach a consensus. The act of reading, discussing, and evaluating other students' papers is of value to the class, for they become increasingly alert to both weakness and excellence. If any student

disagrees with the decision of his peers, he is free to ask for Miss Y's judgment. Many times, of course, Miss Y marks all the papers herself, and always a report or something else that is of interest to the whole class is read to the class.

Very often, indeed usually, the subjects upon which students write grow from their class discussions. For instance, after the class has been considering radio and television programs, students may write letters to broadcasting companies, praising certain programs or criticizing others. After a discussion of problems of current interest, students sometimes write letters to Congressmen or the local editor, or they write editorials to be submitted to the school newspaper. They write reactions to literature, telling perhaps what they would have done had they been in the shoes of a particular character, or why they object to the ending of a story, or why they were pleased or disappointed by a book. They may write poems in imitation of some that they have read. Sometimes they work as a group and prepare a group poem or a group play or a group short story.

In grammar Miss Y often employs the inductive approach. Instead of "stranuously decomposing sentences," Miss Y's students more often compose sentences. As an illustration of the inductive method, consider what Miss Y does in teaching pronouns. She gives her students sentences like this to begin with: "Mabel's father told Mabel that Mabel's father believed that Mabel should go with Mabel's father when Mabel's father visited Aunt Jane." Students recognize that this is an impossible sentence, and with the teacher's aid they substitute pronouns so that the sentence reads, "Mabel's father told her that he believed that she should go with him when he visited Aunt Jane." After several sentences like that, students are convinced that the pronoun is a useful device. Then comes an inductive building up of an understanding of usage in pronouns. Students are given sentences such as "You agree" and "I agree." Then they combine them: "You and I agree." Thus the teacher shows them why "You and I agree" is the standard form rather than "You and me agree." Later the same procedure is extended to sentences such as "Mother wrote her a letter," "Mother wrote me a letter," which are combined as "Mother wrote her and me a letter." At another time, the teacher helps the class to see that words such as *each* and *everybody* are logically singulars: "Each *is* going," "Everybody *is* going," "Everyone *is* going." From there it is a short step to "Everyone *is* going to *his* next class."

Similar procedures are followed in teaching the usage of verbs, adjectives, and adverbs. The teacher first makes sure that the class understands why the part of speech is important, and then moves on inductively to show the points in usage that need stressing. Although Miss Y sometimes does have students point out the subject, predicate, modifiers, and so on in sentences, she more often has them construct sentences of their own to illustrate the point at issue. If she uses a workbook to supplement the text and the class discussion, she chooses one in which the emphasis is upon sentence building rather than sentence demolition.

With her younger students she makes considerable use of games in her teaching of functional grammar. Some of these games are old ones, such as "baseball," in which each correct answer is a single and each wrong answer an out. Another of the old games is "adverbs," in which one person leaves the room while his classmates decide upon an adverb. When he returns, he asks individual members of the class to walk in the manner of the adverb, talk in the manner of the adverb, and so on until he guesses what the adverb is. A variation is the game of "prepositions," in which a student sits *on* a desk, stands *beside* a desk, stares *at* the desk, walks *around* the desk, looks *under* the desk, and so on, while classmates try to guess the preposition that he is dramatizing. Students who have thus seen prepositions brought to life will seldom have difficulty in recognizing them. Another game involves supplying adjectives or adverbs to describe certain nouns or verbs. The teacher gives a noun—for instance *horse*, or a picture of a horse. Students are divided into two teams. Members take turns in giving adjectives that could be used to describe *horse*. When a member cannot think of an appropriate adjective, the other team gets a point. The next word may be a verb, such as *run*, and students are to think of adverbs that could modify it. In spelling, the teacher uses a variation of the old-fashioned spelling bee. Instead of having a student sit down when he misspells a word, the teacher permits him to sit down after he has spelled three or more words correctly. The winning team is the one most of whose members are seated first. The advantage of this switch is that the poor spellers get the most practice. It probably goes without saying that the words included are not jawbreakers but are the useful words studied or encountered in reading. If a particular word causes much trouble, the teacher may pause to write it on the board, examine its trouble spots, and repeat it later in the spelling bee.

In teaching the use of punctuation marks, Miss Y stresses two things: motivation and simplification. She motivates particularly by helping the students to see how lack of punctuation, or faulty punctuation, can cause misunderstanding. She has a rather extensive collection of sentences in which faulty punctuation resulted in difficulty. From the *English Journal* she borrowed the anecdote about the college girl who telegraphed her father asking whether she might buy a fur coat that had caught her fancy. He wired: NO. AMOUNT IS TOO MUCH. However, he forgot to indicate a stop after NO, so that the wire actually read NO AMOUNT IS TOO MUCH. The girl said to her roommate, "Oh, Daddy's sweet," and rushed out to buy the coat. Another sentence in Miss Y's collection is the old favorite "Woman without her man would be a savage." Change the punctuation and it reads "Woman! Without her, man would be a savage." She shows the importance of the hyphen in a sentence like this: "The tight rope walker almost fell."

Miss Y tries to simplify the teaching of punctuation by reducing as much as possible the multitudinous rules contained in most textbooks. For example, many texts give from fifteen to thirty rules for the comma. These can actually be reduced to three. One involves the use of the comma to prevent misreading, the second the use of commas around all sorts of interpolated elements such as appositives or words in address, the third the use of commas with coordinate elements, as in a series or between independent clauses.

Miss Y believes in other simplifications, too. She has found that the terms *restrictive clause* and *nonrestrictive clause* are stumbling blocks for many students. She substitutes *essential* and *nonessential*, or *necessary* and *unnecessary*. When the term *comma fault* or *comma splice* fails to bring the desired result, she talks about "Siamese sentences" to dramatize the unnatural joining in this construction.

One thing Miss Y stresses very heavily in her teaching of writing. This is organization. In her opinion the ability to organize—the ability to move steadily forward toward a goal—is a symbol of straight thinking. She teaches organization in many ways. Often her students observe how a simple magazine article is put together. They may then contrast that organization with the inverted pyramid plan that a newspaper story usually follows. Older students examine the organization of more complex articles. For early writing of her students, Miss Y sometimes indicates very specifically the plan that is to be followed, thus helping her students

to form the habit of proceeding methodically. Before examination time, she and the class discuss ways of organizing examination answers. Her written and oral comments often concern organization. She devotes a little attention to outlining, beginning by having the students group items under the appropriate heads. For instance, she may have a long list of fruits, vegetables, and flowers, and the students are to place each item under the proper head. From here she proceeds to more complicated lists.

Although hours could be spent in detailing other of Miss Y's procedures in the teaching of writing, let us move on to some of the things that she does in the teaching of speaking. She does not try to teach every conceivable speech activity, but concentrates upon those that are likely to be most beneficial for most students. One of these is conversation. Miss Y was much impressed several years ago when she read in the *English Journal* an article by W. Wilbur Hatfield, called "A Versatile Procedure." Mr. Hatfield recommended the frequent division of a class into small groups, with each group given a certain responsibility. In teaching conversation, as well as on many other occasions, Miss Y uses this procedure. After talking with the class about the principles of good conversation, Miss Y divides them into groups of four or five students each. Each group is to talk quietly about a certain topic in connection with literature or a problem that the class has been considering. At the end of fifteen minutes or so, the groups disband, and one member of the group may briefly summarize what was said or the conclusions that were reached.

In learning about telephoning, students have fun in dramatizing telephone pests and bad manners, contrasting them with courteous users and good manners. In learning to give directions, students take turns in pretending to be strangers, while others explain how to find the post office or some other place. Miss Y sometimes provides maps of cities, tells the students that they are standing on a certain corner, and inquires how to find the way to some other place in the city.

Miss Y also devotes class time to making of introductions, telling stories, reading aloud, and holding panel discussions. In storytelling, Miss Y makes considerable use of anecdotes about famous men and women, but also encourages telling personal experiences and stories from literature. She builds an interest in mythology by having students relate in their own way the stories of Hercules, Ulysses, Baucis and Philemon, and other old favorites. She puts considerable emphasis upon reading aloud, because she believes that that skill has been too much neglected in modern

education. In teaching oral reading she makes extensive use of dramatization of plays and short stories, and pays much attention to choral reading, which helps to overcome the distaste that many students have for poetry.

Oral reports are, of course, standard in most English classes, but Miss Y is careful that the reports are on subjects related to the other classwork and that they are adjusted to the students' interests or potential interests. She stresses limiting of the subject, so that students will not talk about the universe or large portions thereof, and she also emphasizes that the principles of organization that apply to writing apply equally to oral work.

Miss Y devotes less attention to such speech activities as interviewing, making announcements, introducing speakers, debating, and giving formal book reviews. When occasion demands, she does bring these in, but she does not emphasize them because they are of comparatively limited importance.

Miss Y is not a speech expert, and therefore is careful not to attempt to correct speech difficulties of the student who may have something organically wrong with him. However, she does spend time in helping individual students learn to improve their vocal pitch, their enunciation, and their pronunciation. She takes a cue from radio networks, which make much use of tongue twisters in training their announcers. Tongue twisters are not merely things like "She sells sea shells by the seashore," but also sentences involving the voiced and voiceless consonants that are often confused: *b* and *p*, *v* and *f*, *j* and *ch*, etc. So the students take turns in reading sentences such as "Big Pete beat Paul playing peppy baseball, but poky Paul beat Pete picking berries." They also compose similar sentences for themselves.

In much of her teaching Miss Y makes use of the tape recorder. Panel discussions, choral readings, and sometimes whole class discussions are recorded and played back. Often the strongest motivation for vocal improvement is letting the student hear his own voice.

Writing and speaking are the two parts of communication included under sending. Now let us turn to receiving and notice some of the things that Miss Y does in teaching listening and reading. First I should like to congratulate the Indiana Council of Teachers of English on its excellent leaflet, published last month, and devoted to listening. Since the emphasis in that leaflet is upon radio listening, I shall ignore that phase and concentrate upon a few of Miss Y's tactics in improving listening in the classroom.

In the elementary grades the students take time to formulate a few simple rules for listening: watch the speaker; do not play with things on your desk; let your face show that you are interested; do not interrupt; think of a good question to ask the speaker. Such precepts may be considerably elaborated in the high-school years. In addition, in both the elementary and high schools, before a talk or report or panel discussion, students can be given suggestions on what to listen for. This is nothing new; before we show a movie, we suggest what the class should watch for; before a music teacher plays a record, he asks the class to be on the alert for certain things in the music. In the English class we can likewise focus our students' attention.

Older students can also be asked to try to understand how an oral presentation is organized. You have probably had the experience of asking someone what a sermon or lecture was about. Perhaps you were given a rather evasive and unsatisfactory reply, comparable to Calvin Coolidge's classic summary of a sermon. You remember that Silent Cal was asked, "What did the preacher talk about today?" "Sin," he answered. "What did he say about it?" "He was agin it." Possibly Coolidge just didn't like to talk, but I suspect that on that occasion he may not have been listening. A person who really listens is able to name the main points of a talk and fill in some of the supporting details. Doing so takes practice. If you have listened to my talk today, and not merely heard it, you realize that it has two main points—the first attempting to show the need for variety in teaching, and the second naming some of the ways of attaining variety.

Miss Y also tries to teach her students to be alert for fallacies. Here is one example. A girl in Miss Y's class says, "I don't like people from the South. A Southern girl visited a friend of mine last summer, and she was just awful." Miss Y's students pounce on that hasty generalization. "You can't judge a whole group of people by just one or two examples," they say.

Especially important in the teaching of listening is helping students to relate what they hear to what they already know. Every good teacher does this, but some more than others. Miss Y particularly makes use of the search for parallels and examples. When a student reports, for instance, on the biography of a writer, Miss Y asks her class to think of parallel incidents in the lives of other people. Or when a student has made a general statement, she often asks the class to supply examples.

Finally we come to reading and literature. Miss Y is aware that there are six possible ways of treating a literary selection in

the classroom, and she mixes the six judiciously instead of using one procedure over and over. One of these ways, the historical, stresses the author's biography, the age in which he lived, and the historical aspects of the literature. Miss Y uses this approach less frequently with young students than with older ones, but she has found that even elementary school students are often interested in some of the more exciting or picturesque details of this sort.

Miss Y makes much more use of the sociopsychological approach. This particularly involves class discussion of the characters, the sort of person that each is, why he is that way, whom they have known that is similar, how the character would react in a certain situation, and so on.

Only occasionally does Miss Y make use of the didactic approach. This involves trying to find the author's purpose in writing, or sometimes the moral that he is conveying.

Much more frequently she uses the paraphrastic approach, which necessitates summarizing or paraphrasing what the author has said, e.g., summarizing a difficult speech in a Shakespearean play. Paraphrasing is not very exciting, but it does help students to read with comprehension.

With her advanced students Miss Y sometimes uses the analytical approach. This is not really analyzing the literature, but is looking at it to see how all the parts fit together, how they contribute to the whole pattern. It is in this approach that discussion of such things as plot, style, setting, and versification is brought in.

Perhaps most often Miss Y uses the emotive approach, which is simply an attempt to help students enjoy what they are reading. The best-loved and most successful teacher of English at the University of Illinois is Professor Paul Landis. He has sometimes said to me, "I try mainly to help my students enjoy literature. If they do that, everything else follows."

In using these six approaches, Miss Y employs music and singing, recordings, oral reading, dramatization, movies, filmstrips, oral reports, class newspapers, discussions, creative writing, and other devices that are familiar to all of you. There is one person whom Miss Y frequently asks for help. That is the school librarian. Miss Y has found that most librarians are remarkably helpful people who possess often amazing amounts of information. So when Miss Y wants a picture, or a book that Johnny Jenkins won't detest, she appeals to the librarian and generally gets what she wants.

I am sorry that there isn't time for me to detail more of Miss Y's procedures, but many or most of them you already know and

practice. What I have been trying to emphasize is that Miss Y does not permit teaching to become a mere routine. The Y's never do that. (The pun is intentional.) Miss Y knows that if she can get useful variety into her teaching, she will enjoy it more, and her students will learn more (and more willingly). Variety, says Miss Y, *is* the spice of life. In her teaching are pepper and salt, cinnamon, nutmeg, and ginger—mixed where appropriate with the nourishing mental food that she daily provides her students.

DEADLINE—DECEMBER 20

Remember that the deadline for submitting the best poetry and prose written during 1951 by your students is December 20. Selections from the poetry will be printed in the January issue, and from the prose, in the February issue. Be sure to include each student's name, class numeral, teacher's name, and school.

A Thousand Topics for Composition: Revised

The original "Thousand Topics for Composition," compiled by Marjorie E. Fox for the *Bulletin* in 1947, has been in steady demand by English teachers of Illinois and other states. As the original printing is nearing exhaustion, a revision seemed desirable.

Over two hundred changes have been made in the revision. Outdated topics have been eliminated. Topics of particular interest to college students and war veterans have been replaced by topics more likely to appeal to high-school students. New topics pertaining to recent scientific, national, and international activities have been added. The section entitled "The Campus" has been replaced by one called "The School."

Miss Fox's statement in the original article should be repeated: "The groupings are somewhat arbitrary. The topics are listed according to subject matter, though the subjects for exposition have been broken up in some cases to indicate methods of treatment. It is hoped that this will be an added convenience for the teacher who assigns a theme with a particular method of development in mind. The lists do not include all possible kinds of treatment, and topics from one list could, if the writer chose, be developed to fit another pattern."

Although ideally the subjects upon which students write and speak should grow naturally out of their classroom and other experiences, in actual practice it is often necessary for the teacher to make suggestions or to guide the thinking of his students. It is the purpose of this list to provide a mine of suggestions. Many of the topics can be refined or recast to fit the interests and background of a particular class or student.

PERSONAL REMINISCENCES

1. My first fight.
2. My first date.
3. My first encounter with the law.
4. My first encounter with racial discrimination.
5. My first semester in high school. (Next semester will be better.)
6. My first job.
7. My first spanking. (On being punished for the first time.)
8. My first dollar.
9. My first formal dance.
10. My first ten years were the hardest.
11. My most important decision and why I made it.
12. My most embarrassing moment.
13. The most stupid thing I ever did.
14. My most serious accident.
15. My narrowest escape.

16. The longest minute I ever spent.
17. The wisest thing I ever did.
18. Prize memory of the year. (Regrets of the year.)
19. A Christmas thrill. (Christmas this year.)
20. Thoughts on New Year's Eve.
21. How I learned to drive a car.
22. How I learned to dance.
23. An unforgettable experience.
24. The fun of being sick.
25. Moving into a strange town.
26. Thoughts on being out late at night.
27. Learning to like vegetables.
28. One of life's comedies (or tragedies) in which I played a star part.
29. Things I have lost.
30. A mistake I vow never to repeat. (I'll never do that again.)
31. The dog (or other pet) in my life.
32. I sold papers. (A job I have held.) (My summer job.)
33. I was a soda jerk (waitress, machinist, laundry man, salesman.)
34. Musical memories. (Songs my mother taught me.)
35. Memories of home.
36. What I learned from Dad.
37. A tradition (or custom) in our family (neighborhood, section, state, or country).
38. How my family celebrates Easter (or some other holiday).
39. The origin of my family name.
40. My ancestors. (Page from my family history.)
41. Meet the family.
42. What I have inherited.
43. The "400" in my home town.
44. An inexpensive good time.
45. An experiment I once tried.
46. My big moment.
47. Happy ending.
48. I expected too much.
49. I was in a hurry, and
50. I don't feel that way any more. (I've changed my mind.)
51. I was scared.
52. That was a vacation! ("Having a wonderful time.")
53. A trip to the fair (church, theater, zoo).
54. A sports event I will never forget.
55. An initiation I will always remember.
56. An obstacle I overcame (or must overcome).
57. A hunting (fishing) trip.
58. The little red schoolhouse. (Sunday school or kindergarten as I remember it.)
59. An incident of childhood which has affected my personality.
60. When I was your age.
61. Growing pains.
62. My life and hard times. (Hard times behind me.)
63. My experience in hospitals. (My operation.)
64. It shouldn't happen to a dog.
65. He who hesitates is lost.
66. My conscience is my guide.
67. Blind date.
68. Childhood ambitions.
69. A strong influence in my life.
70. I learn from experience.
71. My housing problem.
72. Houses I remember.
73. The best class period this semester.
74. I kept my New Year's resolution.
75. What I have learned in English (or history, etc.)
76. An important decision.
77. The world I left behind.
78. An unusual incident.
79. A midnight rendezvous.
80. I was there.
81. A day I would like to forget.
82. Too far from home.
83. A tense moment.
84. I remember Mama.
85. Clouds in the sky.
86. I was a hero.
87. On the bum.
88. If I could do it over.
89. Night and you.

90. Too early in the morning.
91. How I learned to read.
92. Champion!
93. A boaster deflated.
94. The wrong key.
95. In one ear.

96. The twain met.
97. Over the bounding main.
98. Tinker, tinker, little car.
99. I knew it would happen.
100. A simple pleasure.

PERSONAL REACTIONS

1. Why I dislike my name.
2. Why is my favorite sport.
3. Why I like a small town.
4. Why I go to church.
5. Why I shall go to college.
6. Why is my favorite picture.
7. Why I do (not) play cards.
8. Why I smoke.
9. Why I like poetry.
10. Why I like music.
11. Why I believe in immortality.
12. Why I do not believe in divorce.
13. Why I want to be a
14. Why I like to read novels.
15. Why I prefer jazz to classical music (or vice versa).
16. Why I joined the March of Dimes.
17. Why I don't like comic strips.
18. My idea of hard work.
19. My idea of a good dinner.
20. My idea of a good course.
21. My idea of a gentleman (or a lady).
22. My idea of a dull evening.
23. My idea of the perfect school.
24. How colors affect me.
25. How I feel in a dentist's chair.
26. How I feel when I have not prepared a lesson (or for an exam).
27. How I judge character.
28. How I read a newspaper.
29. How can I find time to study?
30. How will college benefit me?
31. How new clothes affect me.
32. How I would invest one thousand dollars.
33. How I treat nosy people.
34. How much am I influenced by advertising?
35. What animal I should like to be for a day.
36. What I got out of my summer job.
37. What I like in music or art.
38. What I don't like (or do like) about Illinois.
39. What I get out of music.
40. What religion means to me.
41. What's wrong with my home town.
42. What I think about science laboratories, student participation in extracurricular activities, air travel, campus hangouts.
43. What I'd do to prevent World War III.
44. What I want from life.
45. What I want in a wife.
46. What I have gained from bull sessions.
47. What I think about athletics.
48. Where am I going?
49. What I think about the proposed new school building.
50. What I like about the midwest.
51. What I really enjoy doing.
52. If I were a (Jew, Protestant, Negro, Catholic, labor leader, capitalist, congressman, or newspaper editor.)
53. If I had but three days to live.
54. If I could reform my high school.
55. If I were mayor of my home town.
56. If I were President.
57. My future as I see it.
58. My favorite pastime.
59. My favorite breed of dog.
60. My favorite hero in fiction.
61. My hobby and why I like it.

62. My book (play, movie) of the year.
63. My favorite subject.
64. The finest movie I have ever seen.
65. My favorite writer.
66. My peeves and I.
67. My philosophy.
68. My family is a problem.
69. My favorite season. (I like winter.)
70. My dream vacation.
71. My favorite musical composer and why I like him.
72. My record collection.
73. My ambition.
74. My favorite prejudice.
75. My favorite spectator sport.
76. My budget.
77. My favorite movie star.
78. My favorite extracurricular activity.
79. My favorite magazine.
80. My worst enemy.
81. My hopes for next semester.
82. My favorite climate.
83. My alarm clock.
84. Being lonesome.
85. The most monotonous thing in the world.
86. Things I could get along without.
87. Effects of weather on my thoughts.
88. Names: advantages and disadvantages.
89. Music I enjoy.
90. A popular movie I didn't like.
91. Who's afraid?
92. Blue Monday mood.
93. What's the use?
94. Confused.
95. A worth-while organization to which I belong.
96. The most important day.
97. Who will teach my children?
98. It was music to my ears.
99. I like farm life.
100. The children of my relatives.
101. High school is (is not) what I expected it to be.
102. A character from fiction I should like to meet.
103. Three books I want to own and why.
104. May I suggest
105. A freshman looks at high-school life.
106. Is farm work hard?
107. On learning French (German, Spanish, etc.).
108. Radio programs I detest. (I hate soap operas.)
109. I scrub for my education.
110. A perfect job.
111. Examinations are a bother.
112. A record collection I should like.
113. Things that make me happy.
114. A legend of my town.
115. I discover
116. I prefer
117. The way I'd teach English.
118. I belong to a minority group.
119. A book I have read more than once.
120. "Oh, how I hate to get up in the morning." (Rise and shine.)
121. Smoke gets in my eyes.
122. Battle thoughts.
123. I like to study—but.
124. Homesick.
125. I am greedy for success.
126. Types of people that impress me.
127. The theme I've always wanted to write.
128. I am afraid of
129. When I can think best.
130. The pleasure of getting something new.
131. A miserable feeling.
132. My favorite food (foods).
133. The relation of religion to my life.
134. The way of all television.
135. I'm tired of monotony.
136. I'm tired.
137. Let the rest of the world go by.
138. Let's build a wall.
139. Games are silly.
140. Who wants to be a football star?

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| 141. I'd vote for that man. | 146. If ignorance is bliss. |
| 142. Let's abolish science. | 147. How to be happy though stupid. |
| 143. Man's greatest invention. | 148. The face in the mirror. |
| 144. Why man is superior to monkey. | 149. If I had a million. |
| 145. Why read or write? | 150. In a moment of optimism. |

FAMILIAR ESSAY

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| 1. Pet peeves. | 41. Nurses are angels. |
| 2. Life begins at 10 p. m. | 42. On a rainy day. |
| 3. An adventure in friendship. | 43. Pride before a fall. |
| 4. The virtues of idleness. | 44. The tribulations of a high-school student. |
| 5. Pages from my family history. | 45. Soap operas. |
| 6. Born thirty years too soon. | 46. Why girls wear make-up. |
| 7. I'd like to write a book. | 47. Campus sideshows. |
| 8. How can I find time to study? | 48. The problems of dating. |
| 9. Being contented. | 49. Why all the excitement? |
| 10. Bargain shopping. | 50. night on the radio. |
| 11. Crushes and hero-worship. | 51. Sidewalk hogs. |
| 12. The most valuable thing I have learned. | 52. Tied to the apron strings. |
| 13. An important decision. | 53. Table manners. |
| 14. How I read a newspaper. | 54. Mental cruelty. |
| 15. Local crudities (or curiosities) | 55. The ideal date. |
| 16. The male animal. | 56. What a home ought to be. |
| 17. Fire! | 57. Heart trouble at school. |
| 18. A curious dream. | 58. Crowding the heroes' bench. |
| 19. The girl (boy) that I marry. | 59. Many brave hearts. |
| 20. Advice to entering freshmen. | 60. Library notes. |
| 21. While the jukebox blares. | 61. Radio commercials. |
| 22. The art of conversation. | 62. "Terry and the Pirates." |
| 23. I should have known. | 63. Why people have hobbies. |
| 24. On favorite colors. | 64. Radio crooners. |
| 25. Love and a uniform. | 65. Borrowing and lending. |
| 26. Never take a girl to a football game. | 66. The life of a piggy bank. |
| 27. Let me cry on your shoulder. | 67. The kind of friends who wear well. |
| 28. Sinatra sings. | 68. Local weather. |
| 29. Proposal. | 69. Maturity has its drawbacks. |
| 30. Lest we forget. | 70. On a shoestring. |
| 31. Plot for murder. | 71. A real champion. |
| 32. Worrying is good for you. | 72. Going, going, gone. |
| 33. A young man's game. | 73. The blue ribbon. |
| 34. Going around in circles. | 74. The world in which I live. |
| 35. A contribution to better living. | 75. Cats are a nuisance (blessing). |
| 36. Unnatural characters in literature. | 76. The advantages of being a hermit. |
| 37. If an ancient Greek came to Chicago. | 77. "Look for the silver lining." |
| 38. Shoe personality. | 78. Borrowing. |
| 39. New brooms raise a great dust. | 79. Today's slang. |
| 40. A happy profession. | 80. The value of pessimism. |
| | 81. The values of sleep. |

82. Choosing a hat.
83. Different ways of washing dishes.
84. Telling fortunes.
85. On a dog.
86. The art of being friendly.
87. If I had twenty-four hours to live.
88. What it means to be poor.
89. On being independent.
90. Hitch-hiking successfully.
91. Saturday night.
92. Things are tough all over.
93. Twins.
94. The ideal husband (wife, or date).
95. Two sexes are plenty!
96. Skeleton in the closet.
97. Cosmetics: theoretical and applied.
98. Reading for pleasure.
99. Quizzes.
100. K. P.
101. What is tact?
102. Amateur dramatics.
103. Mother picks a school for Mortimer.
104. Brotherly love.
105. Fishing.
106. My idol.
107. What is a dog's life?
108. How intelligent is a horse?
109. Baby-tending, a harrowing job.
110. If everyone told the truth.
111. It's fun to observe people.
112. If we could read each other's minds.
113. They did it again.
114. Attacks of puppy-love.
115. Studying in the library. (Date in the library.)
116. Men: good and bad.
117. Facing facts in daily life.
118. A good spectator.
119. Amusement crazy.
120. Steve Canyon, a new acquaintance.
121. Horror movies.
122. The early worm passes more examinations.
123. A recipe for a satisfactory life.
124. Christmas (birthday) gifts are a necessary evil.
125. A tale told by (some relative).
126. The last call.
127. Once upon a time.
128. Dangerous living.
129. Hosteling (or some other unusual occupation) is fun.
130. Chivalry is still alive.
131. Gentlemen prefer brains.
132. "The best laid schemes . . ."
133. Books which have become movies.
134. Is it important to know one's weaknesses?
135. Clothes do not make the man.
136. Bad habits and how to enjoy them.
137. The picture of life one gets from the movies.
138. Counting chickens before they are hatched.
139. Useful pets.
140. Good taste.
141. The inflation of my budget.
142. Liars should have good memories.
143. Love solves (ruins) all.
144. It's a wonderful life.
145. White tie and tails.
146. A fly in the ointment.
147. The demon rum.
148. Mice.
149. The jolly company.
150. Green pastures.
151. Practical people.
152. Midnight.
153. Reputation.
154. The tables turned.
155. Old age.
156. Ghosts.
157. Things old and new.
158. The key.
159. A pipe and slippers.
160. Come and get it.
161. The unknown.
162. The circus comes to town.
163. Better late than never.
164. Radio jingles.
165. A pair of gloves.

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| 166. Moustaches. | 185. Qualities of friendship. |
| 167. Life on the farm. | 186. The educational value of mistakes. |
| 168. Life in the city. | 187. American slang. |
| 169. On hearing an alarm clock. | 188. The value of patriotic symbols. |
| 170. My correspondence. | 189. Words are cheap. |
| 171. The value of pets. | 190. What professionalism is and is not. |
| 172. Superstitious practices. | 191. How I classify people. |
| 173. Who is my neighbor? | 192. The influence of cartoons. |
| 174. Misleading labels. | 193. News commentators. |
| 175. What is success in life? | 194. Career women. |
| 176. What is sportsmanship? | 195. Does society owe me a job? |
| 177. My definition of tolerance. | 196. The hobby shop—a new business. |
| 178. What is humor? | 197. The urge to join. |
| 179. What liberty means to me. | 198. A typical Northerner's view of the South. |
| 180. What is meant by maturity. | 199. Radio advertising. |
| 181. The meaning of dreams. | 200. Comic movies. |
| 182. Benefits of crying. | |
| 183. Voices I could identify. | |
| 184. What makes an educated person today. | |

CHARACTER SKETCH (TYPES)

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|-----------------------------------|---|
| 1. Day dreamer. | 19. Soldier on leave. |
| 2. Juke box addict. | 20. The movie detective. |
| 3. Chicago taxi-driver. | 21. Do-gooder. |
| 4. The practical joker. | 22. A stag at a mixer dance. |
| 5. The proud parent. | 23. Straw boss. |
| 6. The "successful" man or woman. | 24. That tired waitress. |
| 7. Master of ceremonies. | 25. Bleacher athlete. |
| 8. The American woman. | 26. The football idol. |
| 9. Radio personality. | 27. The local policeman. |
| 10. The drunkard. | 28. Teachers who bore me. |
| 11. The student. | 29. Little old lady. |
| 12. Baby sitter. | 30. Radio announcer. |
| 13. Preacher's son (or daughter). | 31. A personal appearance. |
| 14. Student waiter. | 32. Meet John Doe (the average American). |
| 15. Mrs. Doakes, landlady. | 33. The alum. |
| 16. Camp counselor. | 34. The great lover. |
| 17. Betty Coed. | 35. The traveling salesman. |
| 18. Joe College. | |

CHARACTER SKETCH (INDIVIDUALS)

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|---|---|
| 1. A person I have almost forgotten. | 4. My favorite teacher (relative, commentator). |
| 2. My friend, (someone of a different race or nationality). | 5. The most wonderful person I know. |
| 3. A person I can't bear. | 6. A first-rate teacher. |

7. My distinguished ancestor.
8. My best friend.
9. A person who has influenced my life.
10. What I learned from Dad. (In defense of Dad.) (My Dad.)
11. The most prominent citizen in my home town.
12. The most disreputable person I ever saw.
13. A person I will never forget.
14. A brief sketch of myself (any age, any mood).
15. Meet the Doc.
16. Meet the family.
17. My roommate.
18. My landlady.
19. My most interesting friend.
20. The person I admire most.
21. Grandfather.
22. The man who never had a chance.
23. The most abused public servant.
24. An historical character.
25. An interesting public personality.
26. A character from fiction I should like to meet.
27. My favorite hero/heroine.
28. Brothers under the skin.
29. Eyes of blue.
30. From the other side of the tracks.

DESCRIPTION

1. The most beautiful spot I know.
2. Colors in everyday life.
3. A tropical sunset.
4. Snowfall.
5. Spring in the country.
6. An impressive sight.
7. Scenic beauty nearby.
8. Rural England (France, Belgium, etc.) as I saw it.
9. A storm. (A snow storm.)
10. Winter in
11. Across the United States by rail.
12. A local building (interior or exterior).
13. A scene for a photographer.
14. Full moon.
15. Night shift.
16. January.
17. School sounds.
18. What my study table looks like.
19. The most horrible sight I ever saw.
20. The main street of my home town (describing stores, people, landmarks, etc.).
21. A meal at a quick-lunch counter.
22. Classroom atmosphere.
23. A typical railway station.
24. Getting a meal in a crowded restaurant.
25. Home of a famous person.
26. An old shop.
27. My favorite haunt.
28. A plan for a recreation room.
29. An efficient kitchen.
30. The state (county) fair.
31. A favorite restaurant.
32. Interesting people or unusual customs in
33. Saturday night in
34. The Windy City.
35. Sounds at night.
36. Farm sale.
37. In a strange land (real or imaginary).
38. A night in a Pullman berth.
39. A great engineering (or other) project.
40. Chicago night spots (any other city).
41. With pen and brush.
42. A street scene.
43. Interior of a business house (shoe repair shop, barber-shop, music store).
44. Strolling down Michigan Boulevard (Maxwell Street, Fifth Avenue, Wilshire Boulevard, Main Street).
45. Setting of a novel or a play.
46. The home town drugstore.
47. A lonesome road.

48. Sunday dinner. (Family dinner.)
49. Waiting for the 4:15.
50. My room.
51. The auto of the future.
52. The ideal home, room.
53. Our home.
54. Current costumes.
55. A mysterious sound.
56. My mathematics class.
57. Bargain day.
58. Seven o'clock Saturday night at the Ice Rink (or Roller Rink).
59. Night on the streets of
60. The art of seeing things.
61. Dancers.
62. The well-dressed man or woman.
63. Description of a foreign city.
64. The most disreputable building I ever saw.
65. My ideal date.
66. The music festival.
67. An interesting holiday in
68. Cats.
69. The ideal Illinois farm.
70. Thanksgiving kitchen (or table).
71. Scene after victory.
72. An athlete's view of the opposing team.
73. Nightly bus passengers.
74. Beauty in solid geometry.
75. Cheering section.

PROCESSES

1. How to care for a cat (or any animal).
2. How to keep your girl (boy) friend.
3. How to spend Sunday.
4. How to track a wild animal.
5. How to develop self-control.
6. How to prepare my favorite dish.
7. How to find happiness.
8. How to cure a cold.
9. How to take good snapshots.
10. How to use make-up.
11. How to prepare for an examination.
12. How to take notes.
13. How to get a job.
14. How to enjoy exam week.
15. How to plan a meal.
16. How to criticize music.
17. How to avoid air tragedies.
18. How to make an ice cream soda.
19. How to cure insomnia.
20. How to keep friends.
21. How to buy a used car.
22. How I read a newspaper.
23. How I balance my budget.
24. How our club is financed.
25. How to spend a week end.
26. How to get along with a brother (or sister).
27. How to show cattle.
28. How to enjoy music.
29. How to loaf intelligently.
30. How a band moves into a formation.
31. How to "apple polish."
32. How to plan a garden.
33. How to give a gentle hint.
34. How to entertain the family.
35. How to leave a party.
36. How to dress a baby.
37. How to make an impression on a girl.
38. How to paper a room.
39. How to learn a part in a play.
40. How to be popular.
41. How to grow tomatoes (or any vegetable, grain, or flower).
42. How to administer artificial respiration.
43. How to choose a friend.
44. How to make tea.
45. How (not) to prepare for a journey.
46. How to solve the housing problem.
47. How to caddy.
48. How to make cheese.
49. How to review a book.
50. How to prepare ground for planting.

51. How to develop film.
52. How to write a critical paper.
53. How to make coffee.
54. How to spend your time profitably while standing in line.
55. How a camera takes pictures.
56. How to find what keeps your car from starting.
57. How to clean a rifle.
58. How to write a good theme.
59. How to enjoy a vacation.
60. How to be nonchalant when embarrassed.
61. How to hunt with a camera.
62. How to study systematically.
63. How to overhaul an engine.
64. How to sleep in class.
65. How to approach Dad.
66. How seeds scatter.
67. How I would change present (traffic, food, education) laws.
68. How to play a game.
69. How to shave.
70. How to spend an enjoyable evening in
71. Learning to ride a horse.
72. Plan for a garden.
73. How to drive a car.
74. Do's and don'ts for basketball fans.
75. Where automobiles are likely to break down.
76. Tinkering with machinery.
77. The serve in tennis.
78. Steps in making a garden.
79. Choosing a high school wardrobe.
80. A good party game.
81. Earning one's way.
82. In case of fire
83. The best scheme I ever heard of to make money.
84. Making something out of nothing.
85. Making a hobby profitable.
86. Choosing clothes combinations.
87. Making social organizations successful.
88. Miracles nature never thought of.
89. Planning a small farm.
90. A good floor plan.
91. Safety gadgets for fliers.
92. How books are classified in a library.
93. How to steer a small plane.
94. Teaching a bird to talk.
95. A chairman's (or speaker's) duties in a group discussion.
96. A complicated play in basketball or football (use diagrams).
97. How to drive on ice.
98. How to enjoy literature.
99. Helps for puzzle fiends.
100. How to converse.

COMPARISON AND CONTRAST

1. San Francisco versus Los Angeles as a vacation spot (or two other cities).
2. Why a good workman may not be a good foreman.
3. Effective and ineffective radio advertising.
4. Comparisons of men and women drivers.
5. Formal education versus business experience.
6. Evils and virtues of competition.
7. Blondes versus brunettes.
8. North and South.
9. Studying in the library and in my room.
10. Large school versus small school.
11. My high school and the ideal school.
12. My taste in books—then and now.
13. Technique in novels (a comparison of style in two outside reading books).
14. British and American movies.
15. Living on the farm, in the city, in the small town.
16. Radio advertising then and now.
17. Television versus Hollywood.
18. Professional versus college athletics.

19. Two Christmases.
20. The West or South in fiction and in fact.
21. Home was never like this.
22. The Model-T and the Ford of today.
23. Today's student problems.
24. The arts—present and past.
25. The difference between friendship and love.
26. Plane versus train travel.
27. Dairy cattle and beef cattle.
28. Bendix versus washboard.
29. A small town in Illinois compared with one in
30. A contrast between living and existing.
31. Flag waving versus patriotism.
32. Then and now: entertainment, war, dress, courting, farming, education.
33. Tschaikowsky and Tin Pan Alley.
34. Compare: book and movie.
35. Republican and Democrat.
36. Before and after.
37. What I am compared with what I want to be.
38. Farm machinery today and yesterday.
39. English rugby vs. American football.
40. Two books (stories, poems) by the same author.
41. My mother (father) disagrees with me.
42. My tastes in movies have changed.
43. Television vs. radio as entertainment.
44. I was younger then.
45. Hollywood at its best and worst.
46. Stage play vs. movie.
47. How World War III would differ from World War II.
48. Why the Yankees seldom lose.
49. I'd rather have a dog.
50. A dog's life—and mine.

PERSUASIVE EXPOSITION

1. Don't fail to tune in on tonight.
2. Foreign customs we should borrow.
3. The only way to travel.
4. How I would change present traffic laws.
5. Borrowing as a good policy.
6. The best sport to watch.
7. In defense of bull sessions.
8. Let there be music.
9. Decline of courtesy.
10. The horse must come before the cart.
11. Some advice to incoming freshmen.
12. The best state in the Union.
13. All food prices off.
14. There ought to be a law.
15. Gambling on sports isn't funny.
16. Live and let live.
17. High school grads don't have a chance.
18. Everyone needs some kind of religion.
19. We should have the honor system.
20. Generals rule the world.
21. American youth need education in happy family living.
22. Roadside advertising.
23. Radio ranting.
24. "Honor thy father and thy mother."
25. We should have a new building for sports events.
26. The recreation facilities in are inadequate.
27. Suggestions for the improvement of English courses.
28. The need for precision.
29. We need a course in
30. Race prejudice must go.
31. What a home ought to be.
32. The case for relaxation.
33. Let's have better movies.
34. Be a non-conformist.
35. One argument against war.
36. should be a required course.

37. Don't count too much on first impressions.
38. Reforms needed in the field of education.
39. Smaller homes.
40. Outlining is practical.
41. Franklin Delano Roosevelt will (not) rank with Washington and Lincoln.
42. Children should (not) have the responsibility for caring for aged or ailing parents.
43. What should the negroes' attitude in politics be?
44. Early marriage is desirable.
45. Inter-collegiate athletics should (not) be abolished.
46. Compulsory education to the age of eighteen.
47. Raise teachers' pay.
48. The ideal plan to give Americans the best possible medical care.
49. Tariffs must be boosted to protect the American farmer.
50. Decorations must be functional.
51. Give me a small school.
52. Comics serve a purpose.
53. Youth is the time for experiment.
54. Men (women, officers, athletes) are stupid.
55. Down with management (labor)!
56. Let us choose our own friends (courses, etc.).
57. Do athletics injure the body?
58. Do athletics build character?
59. Vote for
60. Why we can be proud of our school.

ARGUMENTATIVE EXPOSITION

1. Should income taxes be reduced?
2. Is football being commercialized?
3. Should the United States take the lead in world disarmament?
4. The advantages (or disadvantages) of having too many friends.
5. Should eighteen-year-olds be allowed to vote?
6. Should the presidency of the United States be limited to one six-year term?
7. Should Congress pass anti-lynch legislation?
8. Are depressions inevitable?
9. Work your way through college?
10. Should teachers organize?
11. Is the closed shop democratic?
12. Can a socialist state remain democratic?
13. Scientists: on tap or on top?
14. Advantages of good business ethics.
15. The right to strike.
16. Consolidation of rural schools.
17. Why learn foreign languages?
18. Scientific advances justify wars.
19. Do engineers need liberal arts courses?
20. Presidents should be elected by popular vote.
21. English should not be required of all students.
22. Is Armistice Day now a mockery?
23. Who said progress?
24. Are too many people going to college?
25. Should Alaska and Hawaii be admitted as states?
26. It's a mistake to subsidize athletes.
27. What this country needs is a good third party.
28. Should we keep our Pacific bases?
29. Is co-education here to stay?
30. Should socialized medicine be adopted?
31. Shall I drink?
32. Advertising pays, or does it?
33. Is our grading system fair?

34. The merger of our armed forces.
35. Simplified spelling.
36. Intelligence tests—so called.
37. Exams—a good or bad idea?
38. Labor versus management.
39. Compulsory military training for girls?
40. Should all officers come up through the ranks?
41. Saturday classes.
42. Why get married?
43. Destroy atomic bomb formula.
44. Start UMT now.
45. Television is too commercialized.
46. Do we spend our time wisely?
47. Congress should legislate, not investigate.
48. What our school needs most.
49. Merits of the younger (older) generation.
50. Driver-training should be compulsory.

SPORTS

1. Basketball as a spectator sport.
2. The nation's top basketball team.
3. The future of college sports.
4. Fickleness of sports fans.
5. Crowding the hero-bench.
6. An outstanding sports event.
7. Winter sports.
8. Gambling in professional sports.
9. Are athletics physical education?
10. Women in sports.
11. Sports propaganda.
12. What is sportsmanship?
13. Athletics at our school.
14. Recent changes in basketball (or other) rules and tactics.
15. America's greatest athlete.
16. An exciting moment in a game.
17. Is winning necessary?
18. The Greek Olympics.
19. When their athletic glories have faded.
20. Life is like a game of baseball.

THE NEWS—NATIONAL AND INTERNATIONAL

1. Inflation.
2. Foreign influences in American life.
3. Treatment of minority groups in the United States.
4. Democracy begins at home.
5. The peacetime army.
6. Our Good-Neighbor policy.
7. The next President.
8. The inauguration question again.
9. Yugoslavia, a challenge.
10. The age of lawlessness.
11. The future of labor.
12. Traffic accidents.
13. United States political figures.
14. The future of labor.
15. The behavior of G.I.'s in occupied territory.
16. Portal to portal pay.
17. The importance of credit in the business world.
18. The housing problem.
19. Congress in the saddle.
20. Airline crashes.
21. The place of the United States in the world today.
22. Racial (religious, social) prejudice in America.
23. Youthful vandalism in America.
24. The F.B.I.—its aims and accomplishments.
25. Why are prices still high?
26. Socialism comes to the United States.
27. Do we need birth control?
28. Do we need anti-labor legislation?

29. Filthy restaurants—a national plague.
30. The atom bomb as a force for world peace.
31. The Chinese puzzle.
32. What we should do with the atom bomb.
33. Freedom of the press.
34. The United States' attitude toward England's problems.
35. Value of Polar expeditions.
36. Causes of Russia's suspicion of us (or vice versa).
37. Labor legislation now pending in Congress.
38. Our greatest post-war problem.
39. John L. Lewis—saint or sinner?
40. for President.
41. The latest coal strike.
42. Man of the year.
43. The foreign policy of the United States.
44. What to do about immigration.
45. MacArthur,
a great general
poor military governor.
46. The United Nations.
47. Most interesting news story of the year.
48. Harry S. Truman.
49. The trend toward military leadership.
50. What's wrong with our occupation policy in Germany?
51. The traffic fatality record.
52. A federation of European states.
53. Best news of the year.
54. What is news?
55. What will Russia do next?
56. Korea: nation of tragedy.
57. Will India become Communist?
58. The Middle East: lid on a volcano.
59. An evaluation of a newspaper.
60. Improving relations with Latin America.

SCIENCE

1. Possibilities in plastics.
2. Streamlined cars—coming or going?
3. Fabrics of the future.
4. How atomic energy can be utilized for industrial purposes.
5. Future of the automobile telephone.
6. Advantages of frequency modulation.
7. How long can a car last?
8. Jet propulsion.
9. The most interesting chemistry.
10. The place of science in modern life.
11. A modern invention.
12. Travel in the next decade.
13. The useful soya bean.
14. A recent development in medicine.
15. Vitamins.
16. The chemistry of warfare.
17. Plastic surgery.
18. Radio of the future.
19. Radar for commercial airlines.
20. A recent important scientific development.
21. Why your radio gives you trouble.
22. A useful gadget.
23. House of tomorrow.
24. The latest development in airplanes (or radar, highways, automobiles, etc.).
25. A great engineering project.
26. Lost in a test tube.
27. DDT builds super-insects.
28. Will everybody fly?
29. The future of color television.
30. Opportunities for a career in science.

THE ARTS AND ENTERTAINMENT

1. The place of the arts today.
2. Are literary standards being lowered?
3. Interior decoration (color schemes, period furniture, etc.).
4. American radio programs.
5. A few things everyone should know about art.
6. The illusion in the phrase "modern civilization."
7. Amusement via the radio.
8. Schools of modern art.
9. Printing may become a minor art.
10. Movies insult the mind.
11. "Reading maketh the full man."
12. Profitable popular magazines.
13. The news magazine.
14. The explanation for crooners.
15. The future of dress design.
16. The best M. C. on the radio.
17. Three types of villains.
18. Types of American architecture.
19. The ingredients of a good mystery play, story, movie play, book, or radio program.
20. Movie villains—new style.
21. Movies and morals.
22. The value of the little theater group.
23. The best entertainment of the year.
24. Opportunities for a career in the arts.
25. If television lived up to its possibilities.

FARMING

1. The value of 4-H clubs.
2. Scientific farming.
3. Crop rotation.
4. Social life in rural communities.
5. Farms: the life of the nation.
6. Crops of the future.
7. The development of hybrid corn.
8. Contour farming.
9. Contour plowing.
10. Dairy farming.
11. Development of hybrids.
12. Kinds of erosion and their causes.
13. What is a farmer's cooperative association?
14. The farmer: yesterday and today.
15. A problem (project) of the modern farmer.

RELIGION

1. The place of religion in the world today.
2. Does religion make sense?
3. Religion and life.
4. A modern code for living.
5. The basic teachings of my church.
6. The real values of going to church.
7. Religion in school.
8. Qualities of a good sermon.
9. I agree with Abou Ben Adhem.
10. Life of a minister (priest, nun).

THE SCHOOL

1. The student's role in modern life.
2. A deficiency in American education.
3. Social prestige in high school.
4. What will a college degree be worth in the future?
5. Can a smart student flunk?
6. What makes a course popular with students?
7. Classroom morals.
8. The place of science in education.
9. Who deserves a college education?
10. Extra-curricular activities.
11. Inter-racial relations in our school.
12. Red tape.
13. Where students are likely to break down.
14. Some reasons students fail examinations.
15. The essential requirements of a good teacher.
16. I'd prefer the little red school.
17. Students are smarter than teachers believe.
18. The forgotten two-thirds in American education.
19. Vacations are too short (or too long).
20. Sex education should be compulsory.
21. Schools try to do too much.
22. Some advantages of a teacher's life.
23. A fad in our school.
24. The three R's—plus Reasoning.
25. The ideal classroom (or school building).

Minutes of the Fall Meeting, Illinois Association of Teachers of English

The 1951 fall meeting of the executive board of the Illinois Association of Teachers of English was called to order at five o'clock on October 26, in Room 215 of the Illini Union, by the president, Miss Addie Hochstrasser. The minutes of the spring meeting were read and approved. The treasurer's report was read as follows: There was a balance of \$582.70 on November 3, 1950, and a total income of \$1,697.50 during the year. The balance in the *Bulletin* account is \$135.69, making the total assets \$2,415.89. The total expense for the year was \$958.72, leaving a balance of \$1,457.17.

Concluding his report, Dr. Roberts made the motion that the Association assume the responsibility of financing the last four issues of the *Bulletin* for the year 1951-52 and that the treasurer be authorized to pay this expense. The motion was properly seconded and approved. The English department of the University subsidizes the first four issues of the year.

In the absence of the vice-president, Miss Hila Stone, Miss Hazel Anderson called the roll of the district leaders.

When the president called for reports of special committees, Miss Liesette McHarry, chairman of the curriculum committee, stated that reports of the committee had appeared in the *Bulletin*.

Dr. Hook reported that the committee for the literary map of Illinois has screened between 2,000 and 3,000 names. These numbers were now reduced to a list of 300 and were to be further reduced to 150 names. Dr. Hook is chairman of the committee and Miss Ellen Burkhart and Miss Louise Lane are members.

A motion, made by Dr. Roberts, seconded by Miss Newman, that a copyright be placed on the map by the Association was approved.

Miss Newman, speaking for the English Club of Greater Chicago, invited the Illinois Association of Teachers of English to join them in their meeting on the third Saturday in March at Carson's in Chicago. It was moved by Miss Anderson and seconded by Dr. Roberts that the invitation be accepted and that the spring meeting of the executive board be held on that morning. The motion carried. Further notice of this meeting will appear in the *Bulletin*.

The nominating committee consisting of Miss Hazel Anderson, Miss Ellen Burkhart, and Miss Alice Grant presented the following slate of officers:

President—Hila Stone, Robinson

Vice-President—Alice Grant, West Frankfort

Secretary—Maude E. Dorsett, Paris

Treasurer—C. W. Roberts, University of Illinois

Program Committee—Wilmer Lamar, Decatur ;

Helen Stapp, Decatur ;

Charles Willard, Carbondale ;

Margaret Adams, Sycamore ;

Eleanor Chisholm, Danville.

English-Library Chairman—Addie Hochstrasser, Paris

Editor of Bulletin—J. N. Hook, University of Illinois

Assistant Editor—Margaret Newman, Elgin

Public Relations—Mary Miller, Danville

Curriculum—Liesette McHarry, University of Illinois

Chairman of Committee of Committees—Hazel Anderson,
Galesburg

Directors of National Council—Hila Stone, Robinson ;

Hazel Anderson, Galesburg,

J. N. Hook, University of Illinois.

I.S.S.C.P. Representative—Lois Dilley, Rockford

The motion was made by Miss Mina Terry and seconded by Dr. Roberts that a unanimous ballot be cast for the slate. The motion carried.

The question of promoting membership and participation of elementary teachers of English in the Association was discussed and it was decided to turn the problem over to the program committee for consideration during the coming year.

The meeting adjourned.

EDITH GROOM, *Secretary*.

The general business meeting of the Illinois Association of Teachers of English was held on Saturday, October 27, 1951, at 11:45 o'clock in 112 Gregory Hall, University of Illinois. The president, Miss Addie Hochstrasser, called the meeting to order.

The secretary, Miss Edith Groom, read the minutes of the executive board meeting held the previous evening in Room 215 of the Illini Union Building. The treasurer, Dr. Charles Roberts, submitted the following report:

Balance on hand November 3, 1950.....	\$ 582.70
Total income 1951.....	1,697.50
On hand in the editor's acc't.....	135.69
Total assets	2,415.89
Expenses totaled.....	958.72
Balance on hand October 26, 1951.....	1,457.17

Dr. Hook, chairman of the literary map committee, reported that the committee was working on names to be included in the map. The estimated size of the map is 22 by 34 inches. It is to be in colors and illustrated. Since the choice of authors is difficult, certain principles have been set up for the basis of selection. The map will probably be ready for spring publication and is to be distributed free of charge to the 1951-52 members of the Association. The retail price will probably be \$1.50 or \$2.00.

Miss Mary Miller announced the meeting of the National Council of the Teachers of English to be held November 22-24 in Cincinnati, Ohio.

There was no old or new business. The meeting adjourned.

MAUDE E. DORSETT, *Secretary*.